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ABSTRACT

Demographic and economic information were collected about students who applied for financial aid to attend graduate or professional school for academic years 1981-1984 through the Graduate and Professional School Financial Aid Service (GAPSFAS). GAPSFAS is a centralized financial need analysis service used by more than 700 graduate and professional schools. Attention is directed to: student characteristics, student debt profiles, student resource profiles, profiles of parents' income and assets, and total family contribution trends. Student characteristics include marital status, year in school, field, dependency status, age, housing preferences, and family size. It was found that the "typical" GAPSFAS student was an unmarried, independent student, age 21-30 who was about to enter the first year of graduate or professional study. In 1983-1984, about 28 percent of the students were pursuing master's or doctoral degrees in arts and sciences, 33 percent were pursuing law degrees, 20 percent were medical or dental students, and about 10 percent sought the Master of Business Administration degree. A consistent trend of increased borrowing from 1981-1982 to 1983-1984 was revealed. Additional findings are presented in narrative and statistical formats. (SW)

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GRADUATE AND PROFESSIONAL SCHOOL FINANCIAL AID SERVICE

GAPSFAS APPLICANT PROFILES: 1981-1984

February 1985

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Educational Testing Service

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1981 - 1984

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INTRODUCTION

Background. This report presents demographic and economic information about students in the Graduate and Professional School Financial Aid Service (GAPSFAS) population who applied through GAPSFAS for financial aid to attend graduate or professional school for academic years 1981-82, 1982-83, and 1983-84.

The Graduate and Professional School Financial Aid Service is a centralized financial need analysis service used by more than 700 graduate and professional schools nationwide to determine how much assistance students require to finance their postbaccalaureate educations. Founded in 1972, GAPSFAS is governed by the Graduate and Professional Financial Aid Council (GAPFAC), which oversees the services's training and dissemination activities, need analysis system, forum and publication activities, and finances. The service is operated by Educational Testing Service according to policies and procedures established by GAPFAC.

Each year, thousands of graduate and professional school aspirants and enrolled students complete the GAPSFAS financial statement as part of the postbaccalaureate financial aid application process. GAPSFAS analyzes each student's financial situation according to standardized formulas approved by GAPFAC, and provides schools designated by students with reports of the students' estimated need for financial aid. As a by-product of its program of financial need assessment, GAPSFAS collects detailed demographic and financial information about a sizeable population of graduate and professional students, and assembles an extensive data base containing selected information from the GAPSFAS financial statement. This report provides statistical summaries of the GAPSFAS data bases for the period beginning with the 1981-82 academic year and ending with the 1983-84 academic year. Because the GAPSFAS population is neither representative of the entire population of people who aspire to, or are enrolled in, graduate or professional school in the United States, nor of the national population of students who apply for postbaccalaureate financial aid, the reader is cautioned against generalizing from the data in this report to the entire population of graduate and professional students.

Statistics and Populations. Statistics used in this report are confined to simple descriptive statistics such as percentages and percentiles. In all charts and tables that show measures of central tendency, medians are presented rather than means. Generally, economic data, such as those presented in this report, are not normally distributed (i.e., they tend to be skewed), such that a few extreme values can distort the mean.

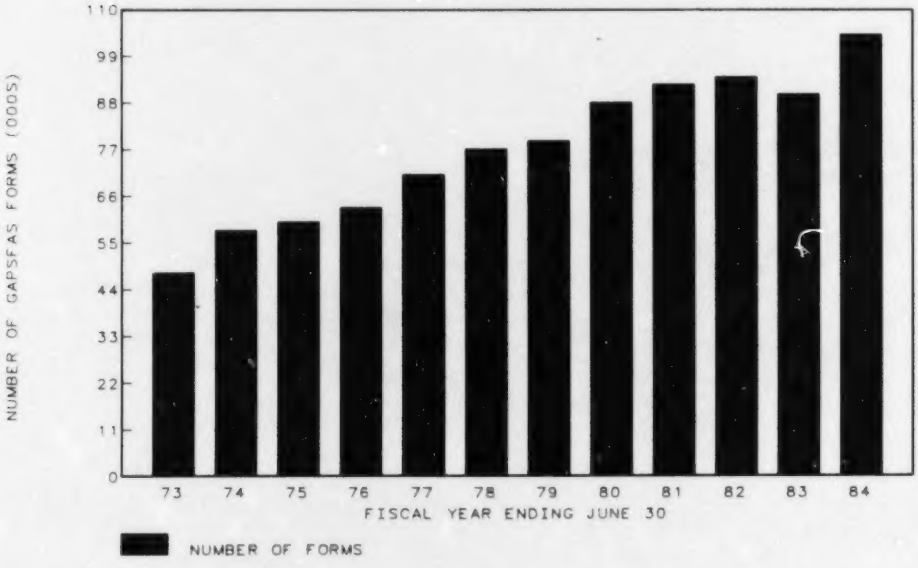
mean. A nonparametric statistic, the median, on the other hand, is not subject to distortion by a few extreme values.

This report is organized into the following major sections:

- o characteristics of students
- o student debt profiles
- o student resource profiles
- o profiles of parents' income and assets
- o total family contribution trends

Since its inception in 1972, the GAPSFAS program has experienced increased acceptance by graduate and professional schools, as witnessed by the steady growth in the numbers of students who have participated in the program. Chart 1 shows the number of people who completed GAPSFAS financial statements from 1973 through June 30, 1984. For the fiscal year ending on June 30, 1984, GAPSFAS processed over 100,000 financial aid applications.

1. GAPSFAS VOLUMES BY FISCAL YEAR

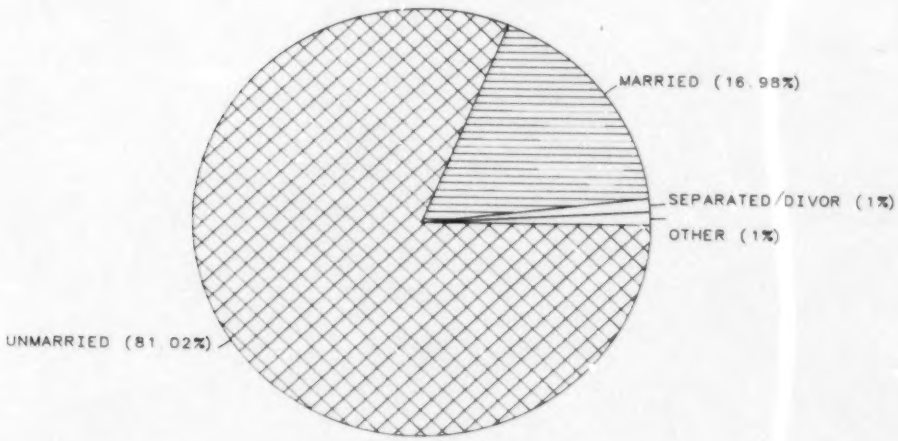


CHARACTERISTICS OF STUDENTS

What are the characteristics of students in the GAPSFAS population? This section portrays the population across a variety of dimensions: marital status, year in school, field of study, dependency status, age, campus housing preference, and family size.

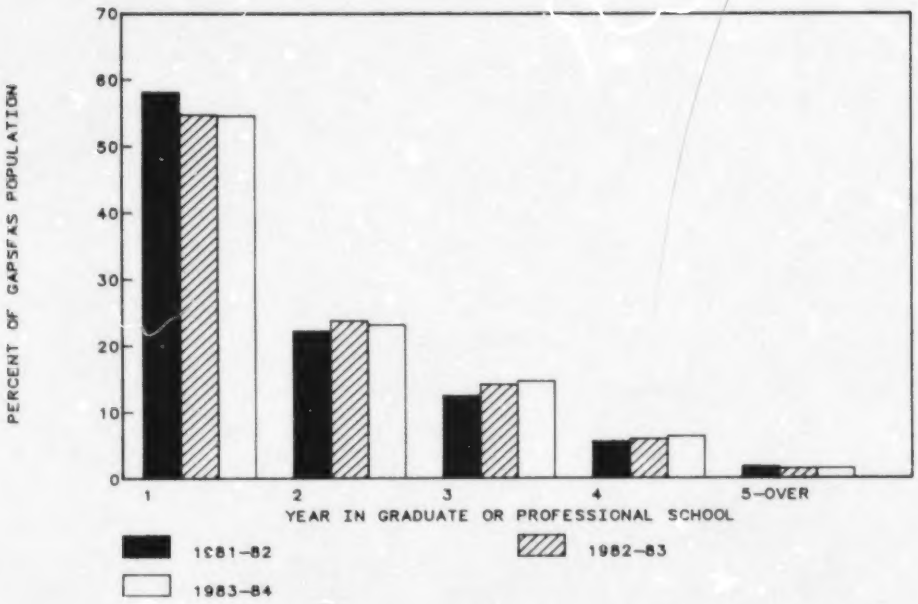
Marital Status. The majority (81 percent) of students in the 1983-84 GAPSFAS population were unmarried. About 17 percent were married, and 1 percent were separated or divorced (see Chart 2).

2. GAPSFAS STUDENTS' MARITAL STATUS: 1983-84



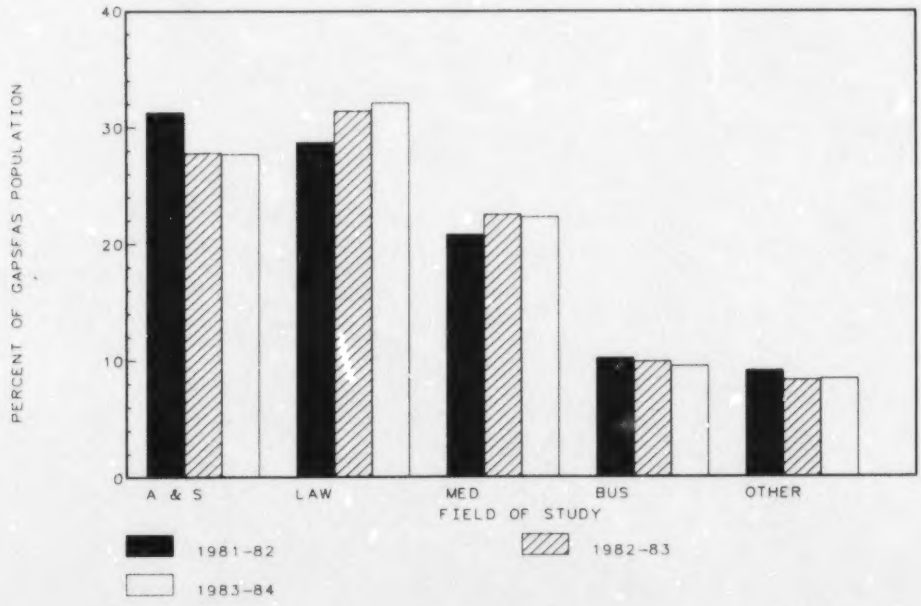
Year in School. The majority of people in the GAPSFAS population were entering or first-year students. Between 1981-82 and 1983-84, however, the percentages of entering students declined, and the percentages of continuing students increased, suggesting -- perhaps -- increased usage of GAPSFAS by graduate and professional schools to make renewal awards to enrolled students.

3. YEAR IN SCHOOL DISTRIBUTION



Field. Chart 4 presents percentages of GAPSFAS filers for each of the three years by field of study.

4. FIELD OF STUDY

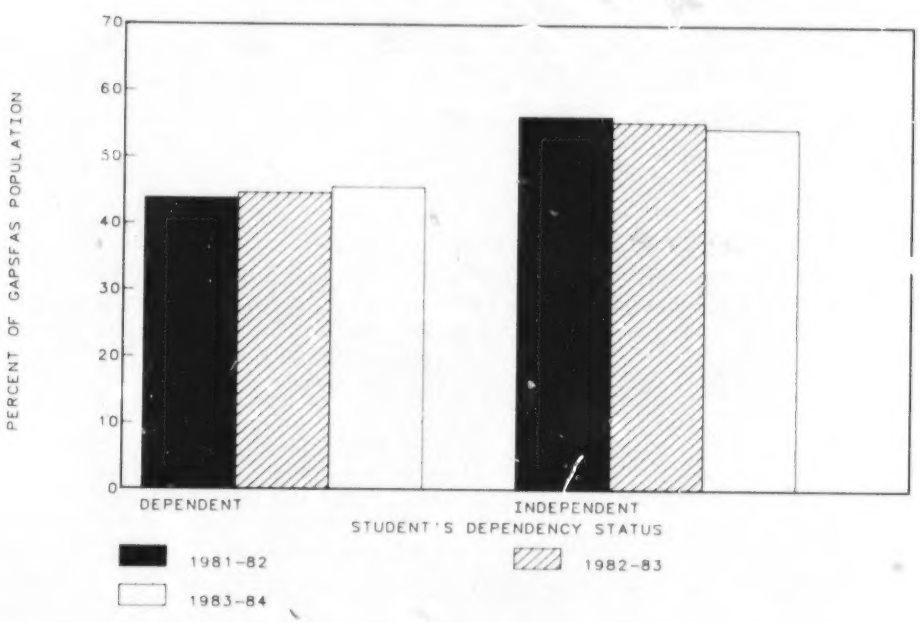


In 1981-82, graduate arts and sciences students in master's and doctoral programs represented the largest single subgroup in the GAPSFAS population (about 31 percent), followed by law, medical, and Master of Business Administration (MBA) students. Since that time, however, law students have become the largest single subgroup within the GAPSFAS population: in 1983-84, they represented about one-third of all GAPSFAS filers (compared to about 28 percent for arts and sciences). About one filer in ten had the MBA as his or her degree objective; more than two filers in ten sought degrees in medicine or dentistry.

Dependency Status. Each person who completes a GAPSFAS form is assigned a dependency status code according to procedures and criteria established by the United States Department of Education. For the years considered here, a student was classified as dependent according to these criteria if he or she was claimed as a dependent for U.S. income tax purposes by the parents, received more than $750 in support from parents, or lived with the parents for more than 42 days during any of three specified calendar years. Students who did not meet these criteria for all three years were classified as independent or self-supporting.

Chart 5 presents the percentages of GAPSFAS filers classified as dependent and independent in 1981-82, 1982-83, and 1983-84. Over the past three years, approximately 45 percent of the students were classified as dependent and 55 percent as independent.

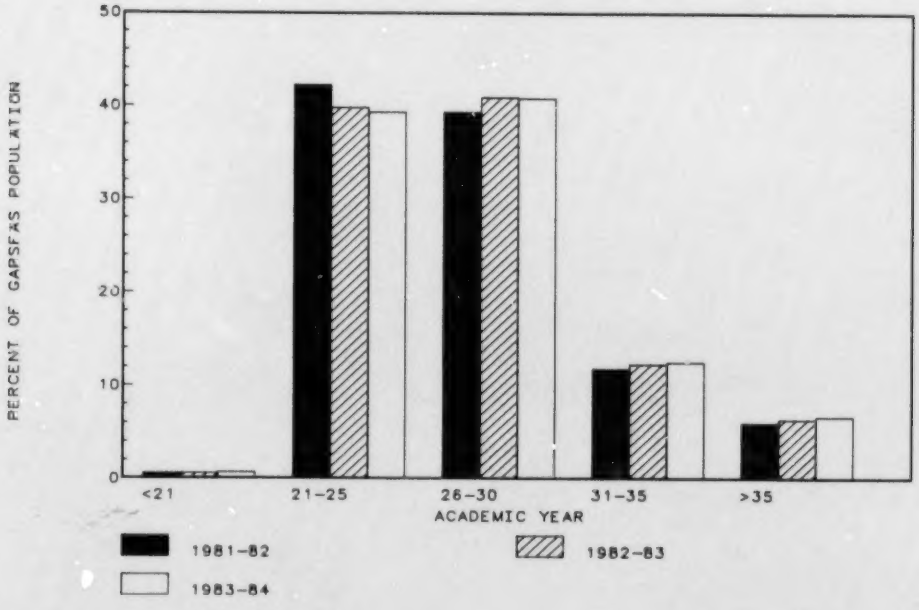
5. DEPENDENCY STATUS



Age. Approximately 80 percent of the students in the GAPSFAS population were between the ages of 21 and 30, and about 12 percent were between 31 and 35.

There appeared to be a slight shift in the age distributions of GAPSFAS students from 1981-82 to 1983-84, with somewhat higher percentages of students in the 1983-84 population in older age categories. This seeming trend could be due to increased usage of GAPSFAS by schools to make renewal awards to enrolled students who, as a group, tend to be older than entering students.

6. STUDENTS' AGE DISTRIBUTION



Housing Preferences. The majority (about two-thirds) of graduate and professional students in the 1983-84 GAPSFAS population preferred off-campus housing during the school year.* Approximately 21 percent expressed a preference for living on campus (see Chart 7).

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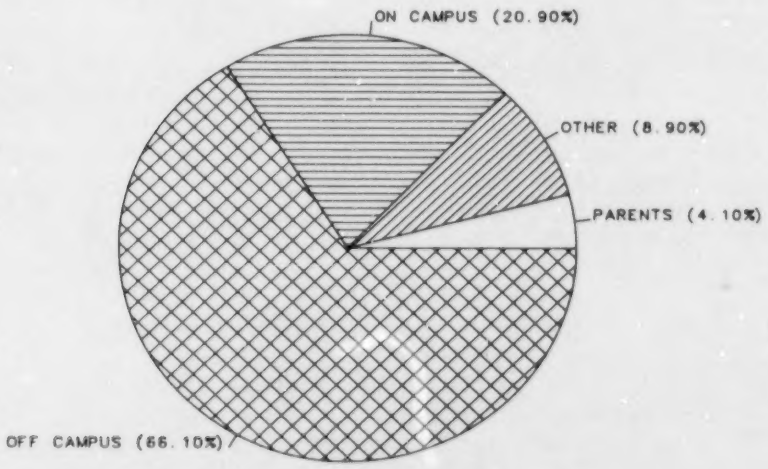
* Trend data are not available for this characteristic because the item asking students to report their housing preferences was added to the GAPSFAS form in 1983-84.

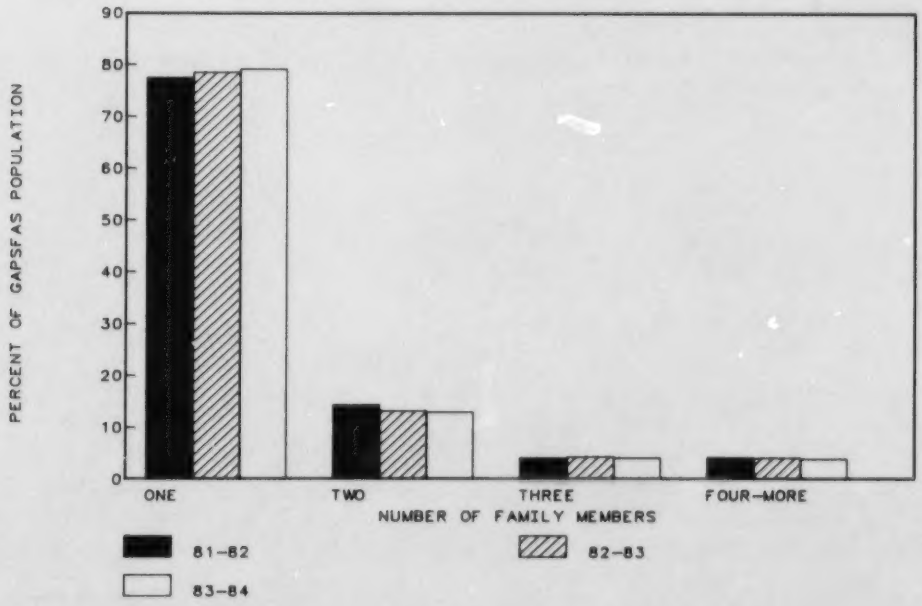
7. STUDENTS' HOUSING PREFERENCES
HOUSING PREFERENCE: 1983–84



TOTAL PERCENTAGE
100

Family Size. During each of the three years covered by this report, nearly 80 percent of the people in the GAPSFAS population were single. Approximately 13 percent of the population consisted of two-member families (including the student); the rest (about 7 percent) reported family sizes of three or more.

8. STUDENT'S FAMILY SIZE



STUDENT DEBT PROFILES

The GAPSFAS financial statement collects information about graduate and professional students' cumulative educational indebtedness. It asks students to report how much, in total, they have borrowed for undergraduate and graduate or professional education as of the beginning of the academic year for which they are applying for financial aid. Thus, the amount of student debt reported by graduate and professional students on the GAPSFAS form represents their cumulative debt at the **start** of the school year, excluding amounts to be borrowed for that year.

Loans play an important role in financing graduate and professional students' educations in the United States, especially for students attending private schools and for professional students pursuing degrees in law, business, and the health professions. Public policymakers are understandably interested in monitoring trends in student indebtedness, out of concern that students may be borrowing more than they may be able to repay from their future incomes once they have embarked on their careers. Although the information in this report does not address the question of manageability of student debt,* it does provide some limited trend data about the debt loads of students in the GAPSFAS population. Despite the limitations of the GAPSFAS data, the following information may provide some insight into how much certain groups of students have borrowed and how the borrowing changed from 1981-82 to 1983-84.

The charts on the next page show the median debt of GAPSFAS borrowers at the beginning of their final year of study at private schools (Chart 9) and public schools (Chart 10), by graduate or professional degree objective. For GAPSFAS borrowers pursuing each of the various graduate and professional degrees, these charts show the median debt for each of the three academic years: 1981-82, 1982-83, and 1983-84.

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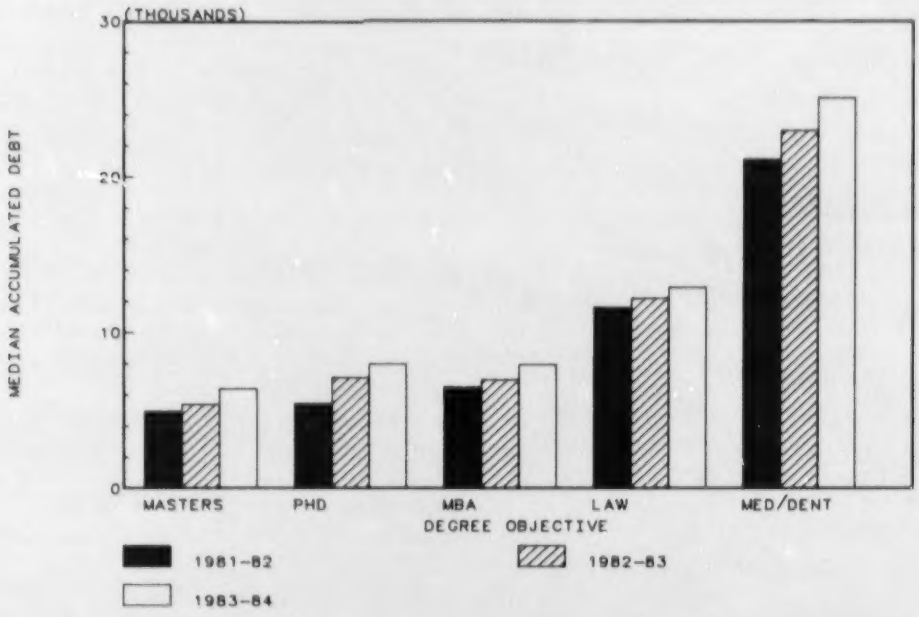
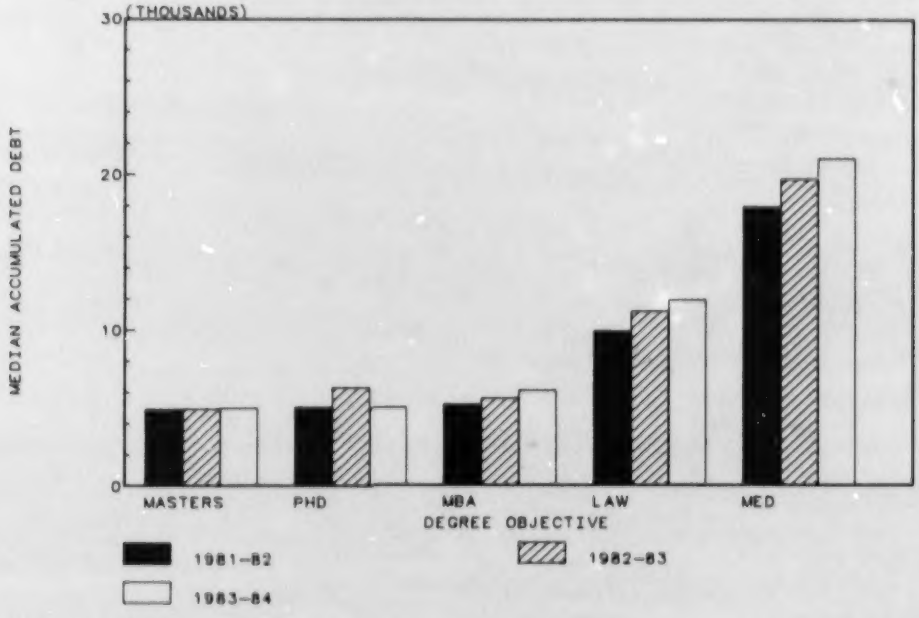
* Manageability of student indebtedness was the topic of a separate study commissioned by the Graduate and Professional Financial Aid Council. See Dwight H. Horch, Student Loan Limits, Princeton, NJ: Educational Testing Service, 1984.

9. MEDIAN GAPSFAS STUDENT DEBT - PRIVATE



10. MEDIAN GAPSFAS STUDENT DEBT - PUBLIC



The charts above present accumulated debt of GAPSFAS students at the beginning of their final year of study, excluding amounts borrowed to finance the final year.

Chart 9 reveals that fourth-year medical and dental student borrowers at private schools had the highest median cumulative debt (about $25,000 at the beginning of the 1983-84 academic year), followed by law students, whose median debt was about $13,000 at the beginning of their third year in school in 1983-84. Second-year MBA student borrowers had a median cumulative debt of approximately $8,000 at the start of their second year of study in 1983-84. Compared to their professional school counterparts, graduate arts and sciences borrowers at private schools had the lowest median cumulative indebtedness: about $6,400 at the beginning of the second year of study in 1983-84 for master's degree borrowers, and about $8,000 at the beginning of the fourth year of study for doctoral student borrowers.

Chart 9 also shows progressive increases in the median debt of borrowers in all degree categories at private graduate and professional schools. For example, for the period between 1981-82 and 1983-84, the median debt of fourth-year medical students at private schools increased from about $21,000 to about $25,000, or almost 19 percent. While the median debt was highest for medical student borrowers who were about to enter their fourth year of study, and lowest for graduate arts and sciences students, it is interesting to note that doctoral students at private schools showed the highest percentage increase in median debt for the three-year period: the median cumulative debt of doctoral student borrowers in the GAPSFAS population at private schools increased about 46 percent--from $5,460 in 1981-82 to almost $8,000 in 1983-84. Percentage increases from 1981-82 to 1983-84 in the median cumulative debt of GAPSFAS borrowers at private schools were as follows:

- 28 percent for second-year master's degree candidates
- 46 percent for fourth-year doctoral degree candidates
- 22 percent for second-year MBA candidates
- 10 percent for fourth-year medical and dental students

The debt profiles of GAPSFAS borrowers at public graduate and professional schools are similar to those of students at private schools. However, public school students borrowed less at the median than did their private school peers, and there appeared to be no progression in median indebtedness from 1981-82 to 1982-83 of GAPSFAS borrowers pursuing a master's or doctorate at public schools.

Debt Distributions. While a review of median debt levels is instructive, focusing on a measure of central tendency such as the median does not give a picture of the variability of student indebtedness. Charts 11-18 depict that variability. They present, for borrowers in the 1981-82, 1982-83, and 1983-84 GAPSFAS populations, selected points in the distributions of student debt: the 90th percentile (the level of debt below which 90 percent of the individual borrowings fell), the 75th percentile, the median, and the 25th percentile. Separate charts are presented for GAPSFAS borrowers by degree objective and, within each

degree objective category, by type of school (private, public) attended. To illustrate how to read the charts, consider Chart 11. The top line represents the cumulative debt level below which 90 percent of the terminal-year student borrowers fell. For example, in 1983-84 (see top right point in Chart 11), at the start of the fourth year, 90 percent of the doctoral student borrowers in the GAPSFAS population at private schools had cumulative educational indebtedness of less than $18,000, 75 percent had debts of less than about $13,000, and 25 percent had debts of less than about $4,400.

A review of charts 11-18 leads to the following general observations:

- At private schools during the past three years, the total indebtedness of fourth-year doctoral student borrowers crept steadily upward. During that time, the rate of increase in borrowing appears to be greatest for those doctoral borrowers most in debt, i.e., those whose borrowings place them in the top half of the debt distribution. (See Chart 11.) On the other hand, only slight shifts occurred during this three-year period in the debt distributions of fourth-year doctoral student borrowers at public schools, except for 1982-83, which could be an anomaly.* (See Chart 12.)

- The top 10 percent of the second-year MBA borrowers at private schools had total debts in excess of $11,900 in 1981-82, a figure that rose to about $14,700 in 1983-84. (See Chart 13.)

  At the median and below, there was little or no increase in the borrowing of second-year MBA students at public schools between 1981-82 and 1983-84. Above the median, growth was more pronounced, rising from about $10,000 to $13,000 at the 90th percentile between 1981-82 and 1982-83. (See Chart 14.)

---

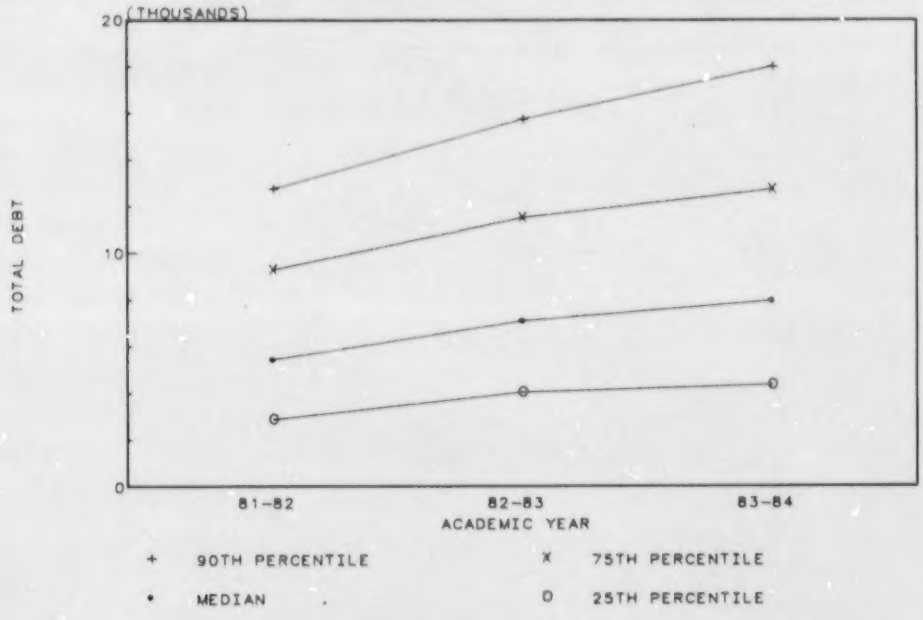
* Because the GAPSFAS population consists predominately of students at private schools, caution should be exercised when interpreting public school data presented in this report.

- At private law schools, the top 10 percent of third-year GAPSFAS borrowers had cumulative educational indebtedness of $19,500 at the beginning of the 1983-84 school year, up from $17,000 for 1981-82. Below the 90th percentile, there was only a slight increase in debt during the three-year period for private law school students who were about to enter their third year of study. (See Chart 15.)

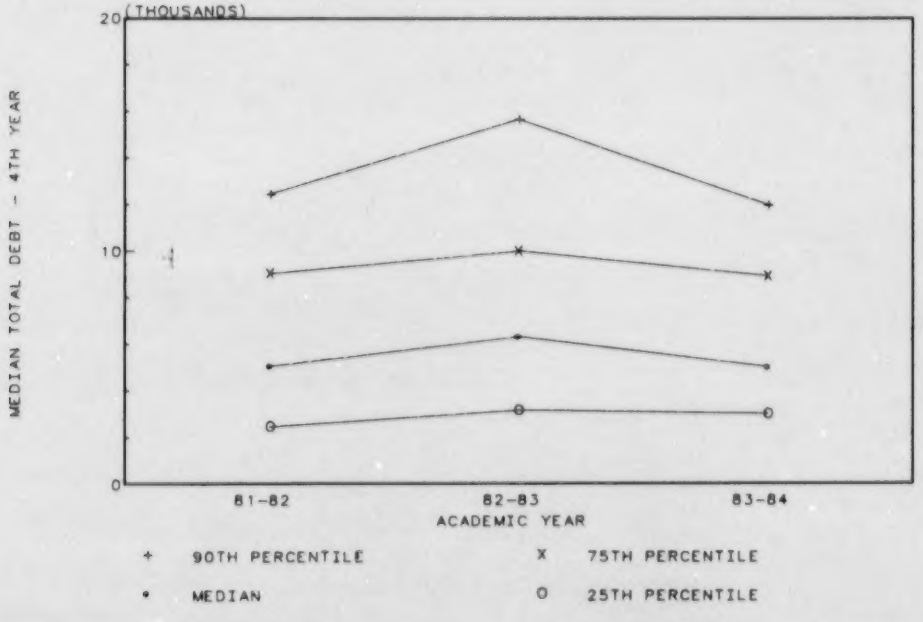
- At public law schools, the cumulative debt of GAPSFAS students increased more sharply from 1981-82 to 1983-84. The top 10 percent of indebted third-year GAPSFAS law school borrowers had more than $15,000 in outstanding loans at the start of the 1981-82 academic year, a figure that rose to $17,800 for public law school borrowers in the 1983-84 GAPSFAS population. (See Chart 16.)

- As noted earlier, fourth-year medical and dental students were by far the most heavily indebted group within the GAPSFAS population. (See Charts 17 and 18.) In 1983-84, at private schools, the top 10 percent of the medical and dental school borrowers had debts in excess of $40,000 and the top quarter had debts of more than $32,000, not counting amounts to be borrowed to finance the last year of study. (See Chart 17.) For public medical and dental school students, the debt profiles were similar, although public school students did not borrow as much, probably due to generally lower tuitions at public medical and dental schools.

11. TOTAL DEBT OF PH.D. STUDENTS- PRIVATE

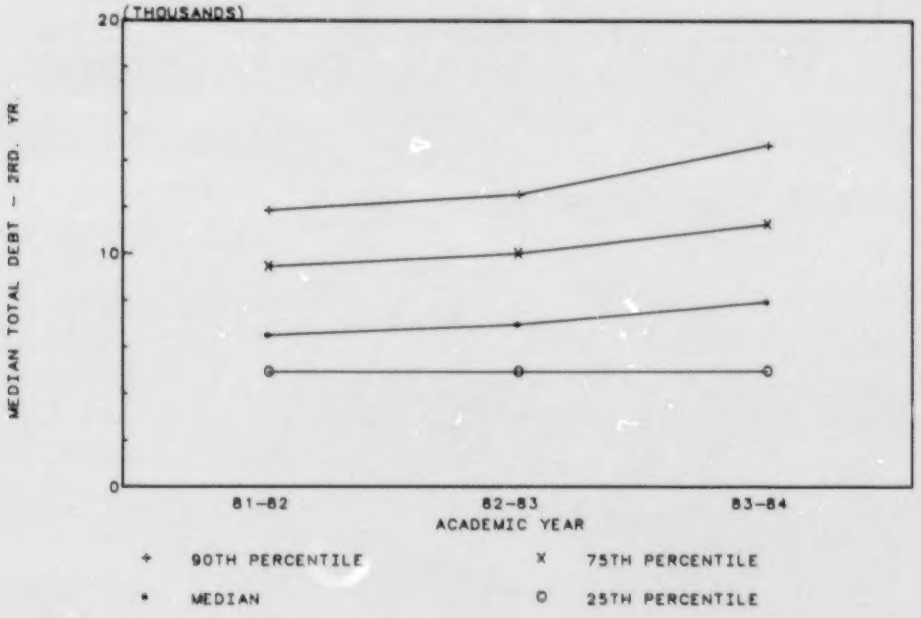


12. TOTAL DEBT OF PH.D. STUDENTS- PUBLIC

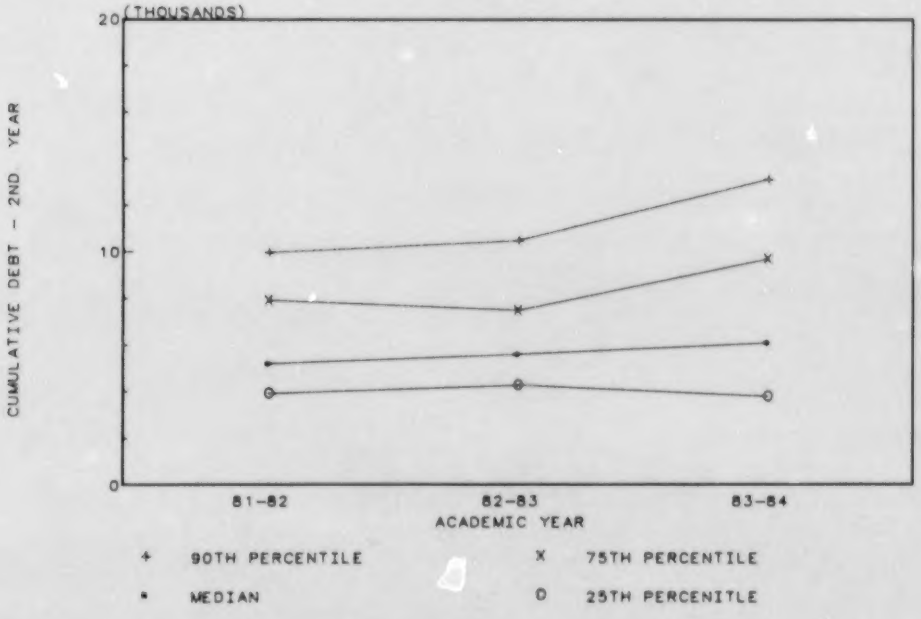


The charts above present accumulated debt of GAPSFAS students at the beginning of their final year of study, excluding amounts borrowed to finance the final year.

13. TOTAL DEBT OF MBA STUDENTS – PRIVATE

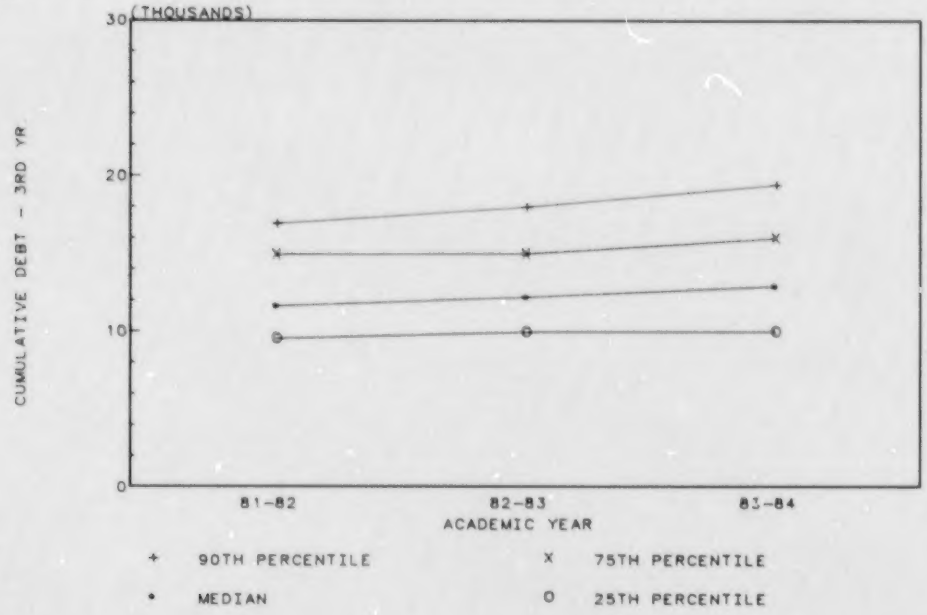


14. TOTAL DEBT OF MBA STUDENTS – PUBLIC

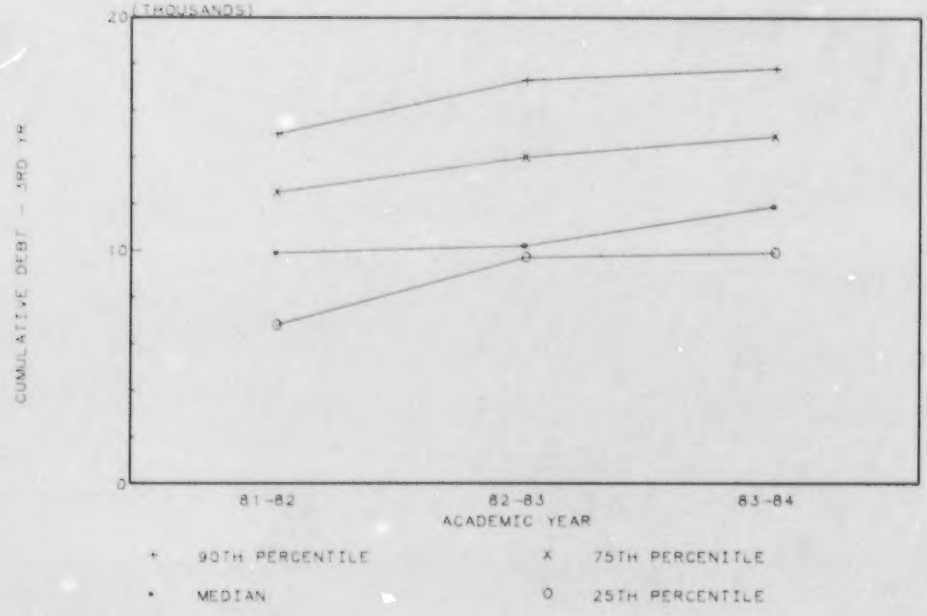


The charts above present accumulated debt of GAPSFAS students at the beginning of their final year of study, excluding amounts borrowed to finance the final year.

15. TOTAL DEBT OF LAW STUDENTS – PRIVATE



16. TOTAL DEBT OF LAW STUDENTS – PUBLIC



The charts above present accumulated debt of GAPSFAS students at the beginning of their final year of study, excluding amounts borrowed to finance the final year.

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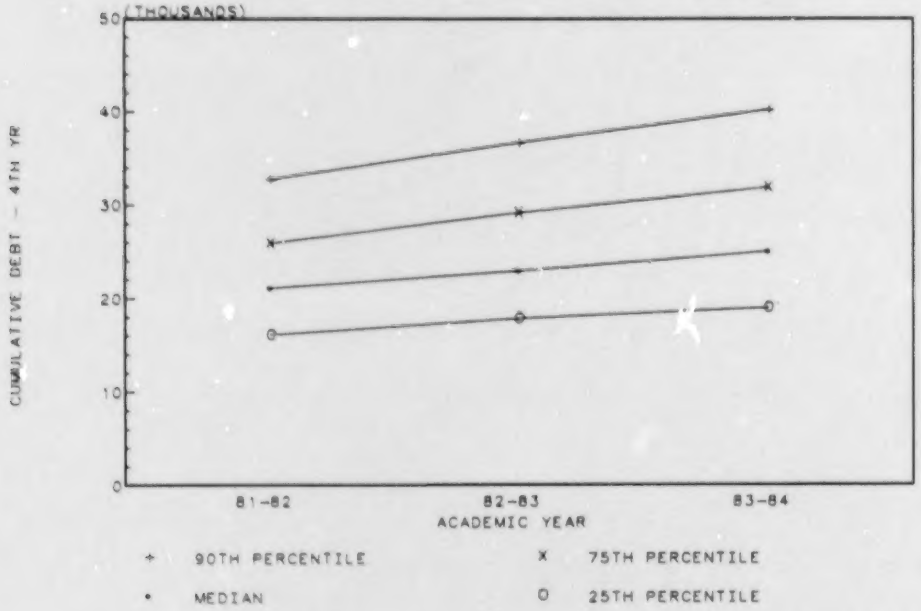
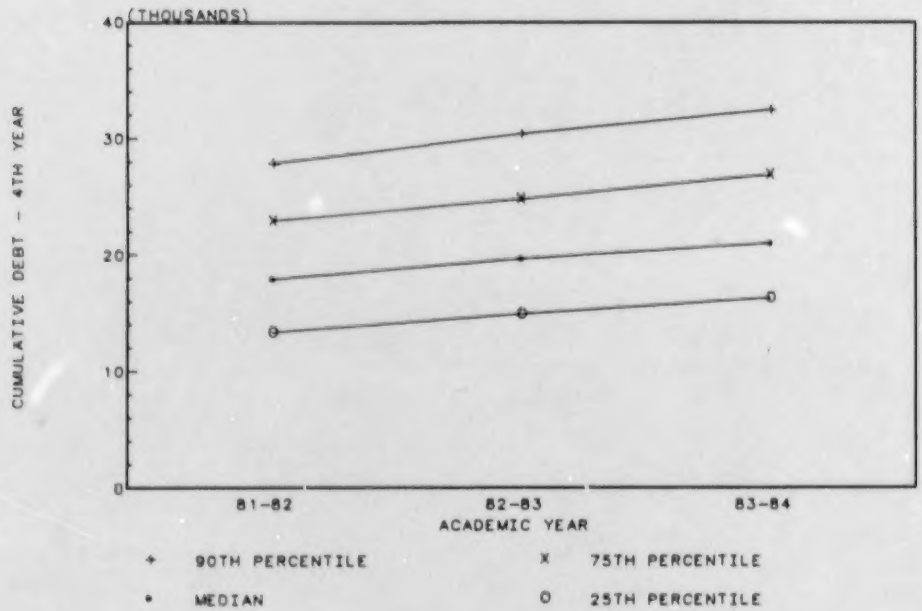
17. DEBT OF MEDICAL STUDENTS – PRIVATE



18. DEBT OF MEDICAL STUDENTS–PUBLIC



The charts above present accumulated debt of GAPSFAS students at the beginning of their final year of study, excluding amounts borrowed to finance the final year.

STUDENT RESOURCE PROFILES

The GAPSFAS need analysis system measures the personal resources available to the student, determines the ability of the student's parents to contribute toward the costs of graduate and professional school, and estimates whether the student needs financial assistance (i.e., whether or not there is a shortfall between the student's schooling costs and personal resources).

Using information provided on the GAPSFAS financial statement, the service determines how much of the student's (and spouse's) annual income and current assets could be available to meet academic year expenses. These individual determinations are made using formulas established and updated annually by the Graduate and Professional Financial Aid Council.*

GAPSFAS provides financial aid administrators with two analyses of the student's resources:

1. a summary of unadjusted information as it was reported by the student on the GAPSFAS financial statement (student-reported analysis)

2. an analysis involving standard adjustments to student-reported information, called the GAPSFAS norm analysis. The norm analysis makes adjustments to assure minimum self-help expectations in the form of minimum summer savings for the student (and spouse if the student is married and has no dependent children), and a minimum academic year earnings expectation ($5,800 in 1983-84) for the student's spouse if there are no dependent children and the spouse is not also a student. In addition, the GAPSFAS norm analysis expects the student to contribute equal amounts from assets (net worth) for each remaining academic year.

Charts 19 and 20 show, for 1983-84 GAPSFAS filers, the percentages having each resource (Chart 19), and the median amounts for those reporting an amount greater than zero (Chart 20).

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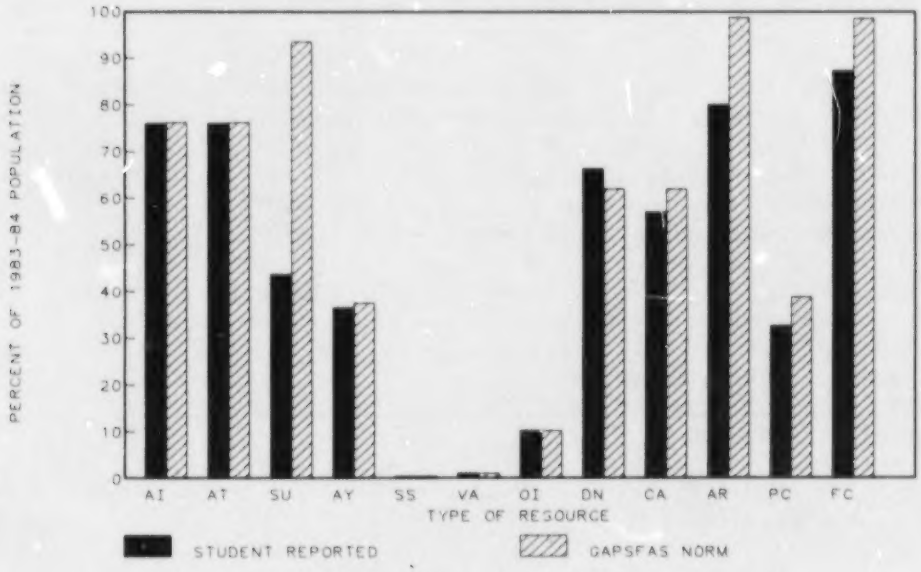
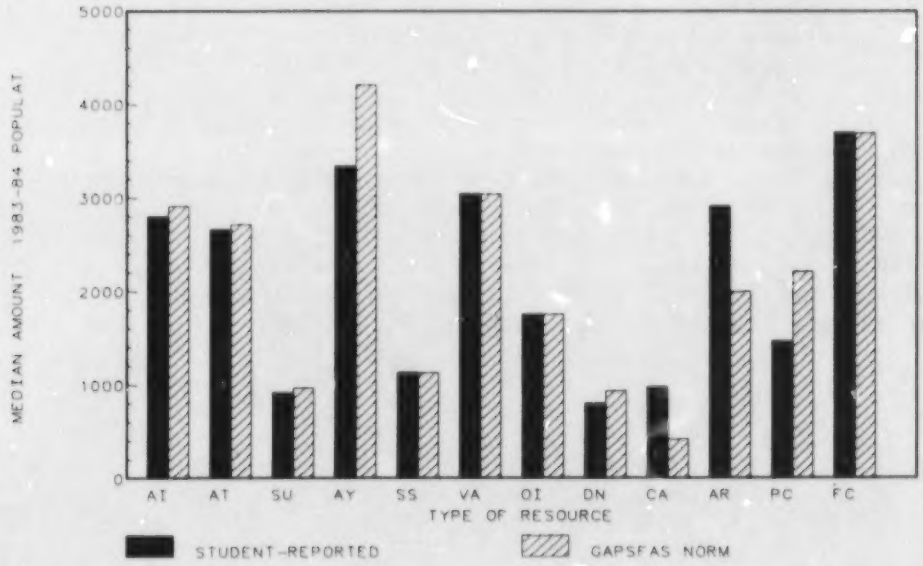
* For a detailed exposition of the GAPSFAS need analysis system, see **GAPSFAS Theory and Computation Procedures**, Princeton, NJ: Educational Testing Service, 1984.

19. PERCENT OF STUDENTS WITH RESOURCES



20. STUDENT RESOURCE MEDIANS



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The following key is provided to aid in interpreting these charts:

AI = annual (before-tax) income of student and spouse

AT = annual (after-tax) income of student and spouse

SU = summer savings

AY = academic year (nine-month) after-tax income of student and spouse

SS = social security benefits

VA = veterans benefits

OI = other income

DN = net worth of student and spouse

CA = contribution from student's (and spouse's) assets

AR = available academic year resources of student and spouse, including contribution from assets but not counting contribution from parents

PC = parents' contribution

FC = family contribution (student's and spouse's available academic year resources plus parents' contribution)

Chart 19 reveals that about three-quarters of the 1983-84 GAPSFAS student population reported some amount of annual income (and after-tax income), and 70-80 percent had some resources for the academic year. (See academic resources [AR] bar.) Depending on the analysis (student-reported or norm), there was an expected parents' contribution for 30-40 percent of the population. (See parents' contribution [PC] bars.)

The median annual income of students in the 1983-84 GAPSFAS population was between $2,800 and $2,900. There were sharp differences -- due to imputations made as part of the norm analysis -- between the student-reported and norm medians for academic year income, contribution from assets, and available resources. Interestingly enough, despite these differences, the median total family contributions for the student-reported and norm analyses were virtually identical (see family contribution [FC] bars), suggesting that the GAPSFAS norm analysis has a certain face validity.

PARENTS' RESOURCES

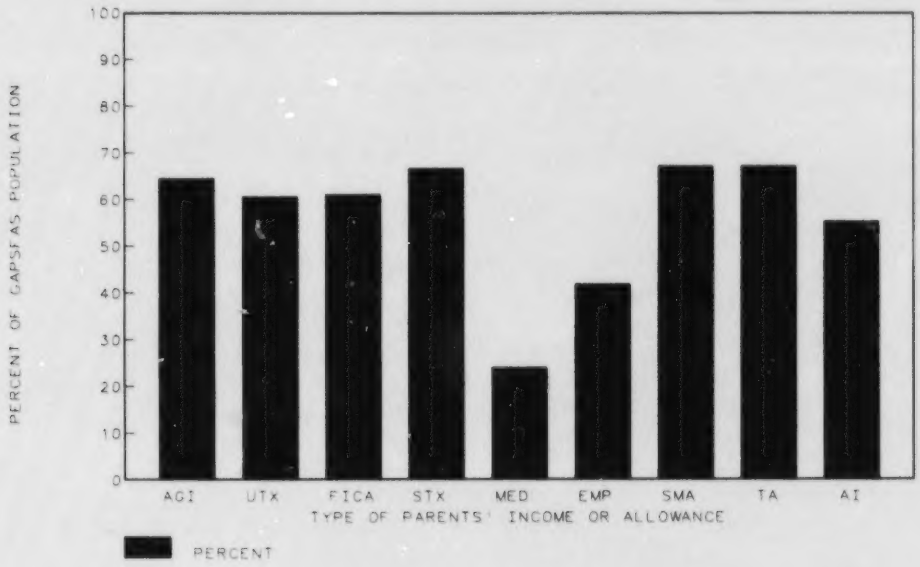
Parents' Income and Allowances. In addition to analyzing the student's own resources, GAPSFAS estimates how much the student's parents can reasonably be expected to contribute toward the student's graduate and professional school costs. Recognizing prior financial sacrifices of the parents for the student's undergraduate education as well as the importance that older parents place on retirement planning, GAPSFAS expects parents to contribute less of their discretionary income toward postbaccalaureate educational costs than they were expected to contribute toward undergraduate costs. Although GAPSFAS expects lower parental contributions than do undergraduate need analysis systems, the procedures used to measure the family's "discretionary" income (called adjusted available income in need analysis terminology) are quite similar. The measurement of available income (AI), for example, involves making allowances against adjusted gross income (AGI) for the following nondiscretionary expenses:

- U.S. income taxes (UTX)
- FICA (FIC)
- state and other taxes (STX)
- medical and dental expenses (MED) in excess of 3 percent of the parents' total income
- an employment allowance (EMP) of up to $2,800 (for the years 1981-82 through 1983-84) for costs associated with gainful employment for families with two working parents (and for single household heads)
- a standard maintenance allowance (SMA) to provide for basic living expenses of the family unit.

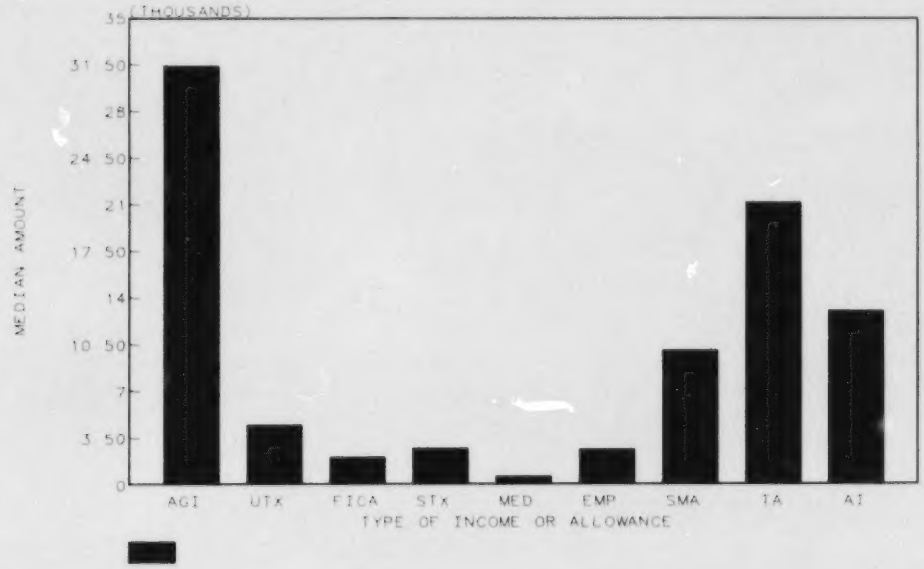
Charts 21 and 22 show parental income and allowance information for GAPSFAS students in the 1983-84 population. As can be seen from Chart 21, parents' income information was provided for about 65 percent of the students in the 1983-84 GAPSFAS population. It should be noted that the percentage of students who provided parental information exceeded the percentage of dependent students from whom such information was required. This is because some graduate and professional schools require parents to contribute even if the student is classified as independent or self-supporting.

Chart 22 presents median income and allowance information for parents in the 1983-84 GAPSFAS population. In 1983, parents at the median had an adjusted gross income of $31,400, paid federal income taxes of about $4,500, paid FICA taxes of $2,070, received a GAPSFAS allowance for state and other taxes of $2,710, and, after receiving a standard maintenance allowance for living expenses of $10,040, had an available income of about $13,000.

21. PARENTS' 1983 INCOME AND ALLOWANCES



22. PARENTS' 1983 INCOME AND ALLOWANCES



Parents' Assets. GAPSFAS determinations of parental ability to contribute toward the costs of graduate and professional education also involve an assessment of parents' assets. The GAPSFAS financial statement asks parents to report their bank accounts (BANK), home equity (HOME), other investments (INV), and business or farm net worth. The parents' net worth is then computed as the sum of these asset holdings, and an asset protection allowance (APA) is made against the net worth to arrive at an estimate of discretionary net worth (DNW). The asset protection allowance, an amount that depends on the head of household's age and status (single or married), is made to assure that no contribution from assets is expected unless the asset holdings are sufficient to purchase an annuity that, in combination with social security benefits, would enable the parent(s) to enjoy a moderate standard of living at retirement.

GAPSFAS then converts discretionary net worth into what is called an income supplement (SUP), the amount of discretionary net worth that GAPSFAS estimates could be converted to supplement the parents' annual income to meet current expenses. GAPSFAS does not actually expect parents to convert their discretionary net worth as implied by the conversion formula. Rather, the procedures used by GAPSFAS recognize that the presence of discretionary assets increases the ability of parents to purchase goods and services out of their current incomes.

GAPSFAS adds the income supplement to the parents' available income to arrive at their adjusted available income (AAI), from which the parents' contribution is calculated. Thus, GAPSFAS procedures for calculating parental contributions assume an interaction between income and assets: at equal income (available income) and discretionary net worth levels, other things being equal (number of parents and parents' ages), parents would be expected to contribute equal amounts toward graduate and professional school costs. However, at equal discretionary net worth and unequal income levels, by virtue of their income, higher-income parents are assumed to have higher purchasing power than do lower-income parents.

The difference between the contribution from available income and adjusted available income, then, is the amount that parents are expected to contribute from assets (CTR) toward postbaccalaureate schooling costs.

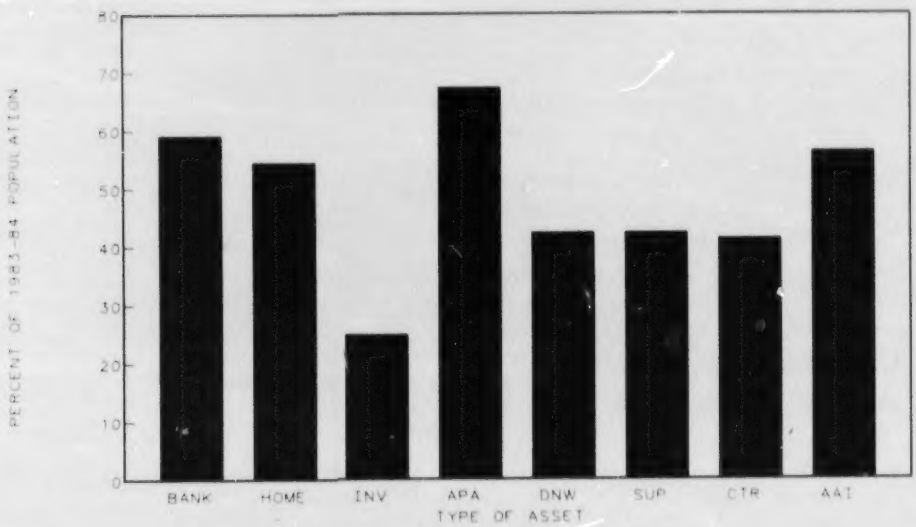
Chart 23 presents the percentages of students in the 1983-84 GAPSFAS population whose parents had various types of assets, as well as their adjusted available income (AAI). For the same asset categories, Chart 24 presents asset medians for parents in the 1983-84 GAPSFAS population. For that analysis, the medians were based on distributions that excluded zero responses.

Chart 23 reveals that bank accounts were the most-reported form of asset, followed by home equity. Chart 24, on the other hand, shows that home equity contributed the largest amount to the median family's asset portfolio (the median home equity of parents in the 1983-84 GAPSFAS population students was about $44,000).

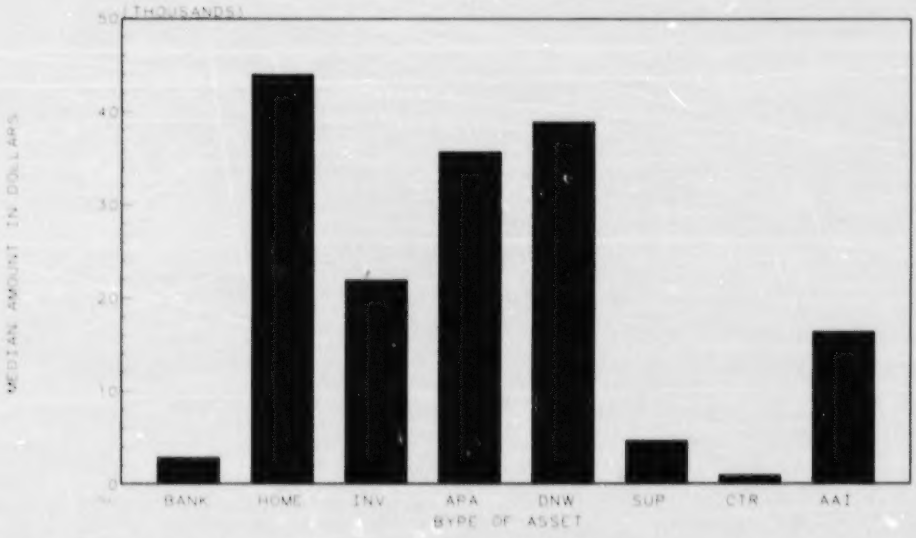
Only about 25 percent of the parents in the GAPSFAS population had other investments; however, the median amount was substantial: $21,900.

Although a contribution (CTR) from parental assets was expected by GAPSFAS for about 41 percent of the student population, the median amount expected ($1,000) was relatively modest.

23. PERCENT OF PARENTS WITH ASSETS



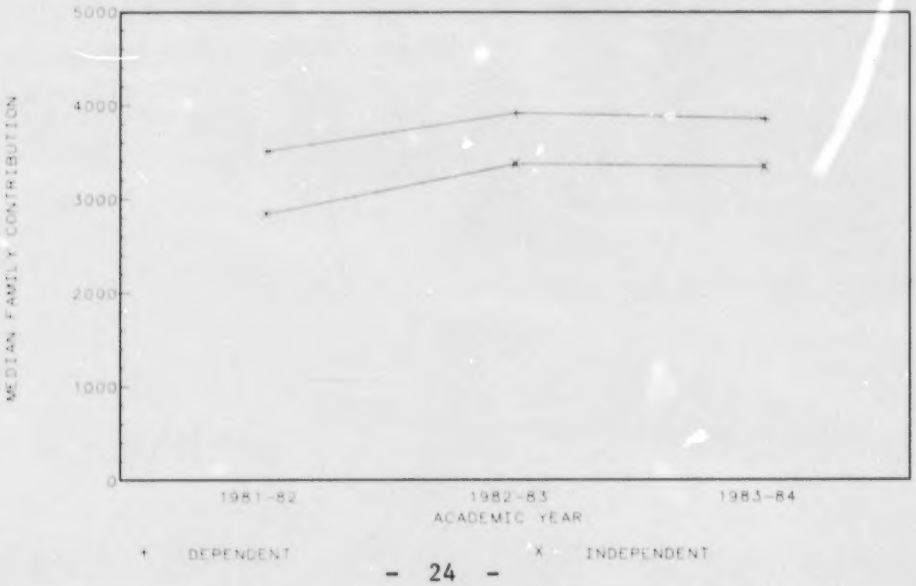
24. MEDIAN PARENTAL ASSETS: 1983-84



Total Family Contribution Trends. The GAPSFAS need analysis system results in an estimate -- called the total family contribution -- of the total resources available to the student from the student's (and spouse's) income and assets, and from the student's parents. As noted earlier, GAPSFAS includes in total family contribution an estimate of the parents' contribution if the student is dependent, or if the school requires a parental contribution even though the student may technically be self-supporting.

Chart 25, presents three-year trends in the median GAPSFAS total family contribution for dependent and independent students.

25. GAPSFAS TOTAL FAMILY CONTRIBUTIONS



For dependent students the median total family contribution expected by GAPSFAS increased by about $400, or 12 percent, between 1981-82 and 1982-83, then leveled off in 1983-84. For independent students, the median total family contribution increased by about $500, or about 19 percent, between 1981-82 and 1982-83. Between 1982-83 and 1983-84, however, total family contribution medians for independent students also leveled off. Although this could be a reflection of the most recent recession, it is not possible from this analysis to do more than speculate about the causes for the leveling.

The median total family contribution for dependent students in 1983-84 was about $3,850. For independent students it was about $3,350.

SUMMARY

The "typical" GAPSFAS student was an unmarried independent student, age 21-30 who was about to enter the first year of graduate or professional study.

In 1983-84, about 28 percent of the students in the GAPSFAS population were pursuing master's or doctoral degrees in arts and sciences, one-third were pursuing law degrees, 20 percent classified themselves as medical or dental students, and about 10 percent sought the MBA.

Profiles of median accumulated educational debt of GAPSFAS students revealed a consistent trend of increased borrowing from 1981-82 to 1983-84. Medical and dental students were the most indebted group, but graduate arts and sciences students at private schools demonstrated the highest percentage increase in cumulative educational indebtedness from 1981-82 to 1983-84.

In 1983-84 the typical GAPSFAS student reported before-tax income of about $2,800 and assets (net worth) of about $800.

The typical parent of a GAPSFAS student in the 1983-84 population had an adjusted gross income of about $31,500, had net assets of about $39,000, and was expected to contribute about $2,200 per year toward the student's postbaccalaureates education costs.

Overall, in 1983-84, GAPSFAS expected a median total family contribution of $3,350 for independent students.

APPENDIX TABLES

Table 1. GAPSFAS Volumes by Fiscal Year

Fiscal Year	Number of Forms in Thousands
1973	48.0
1974	58.0
1975	60.0
1976	63.3
1977	71.1
1978	77.1
1979	79.0
1980	88.0
1981	92.3
1982	94.0
1983	90.0
1984	104.0

Table 2. Marital Status of GAPSFAS Students: 1983-84

Status	N	Percent
Unmarried	69,347	81.0%
Married	14,520	17.0
Separated/ Divorced	775	1.0
Other	912	1.0
		100.0

Table 3. Year-in-School Distributions of GAPSFAS Population

Year in Grad./Prof. School	Academic Year		
	1981-82 (N = 88,378)	1982-83 (N = 93,734)	1983-84 (N = 85,554)
1	58.1	54.7	54.5
2	22.2	23.7	23.1
3	12.4	14.1	14.6
4	5.5	5.9	6.3
5-over	1.7	1.5	1.5

Table 4. Percent of GAPSFAS Students by Field of Study

Field of Study	Academic Year 1981-82	1982-83	1983-84
A & S*	31.3%	27.8%	27.7%
Law	28.7	31.4	32.1
Med	20.8	22.5	22.3
Bus	10.2	9.9	9.5
Other	9.1	8.3	8.4

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*Arts and sciences

Table 5. Percent of GAPSFAS Population by Dependency Status

	Academic Year 1981-82	1982-83	1983-84
Dependent	43.8%	44.6%	45.5%
Independent	56.2	55.4	54.5

Table 6. Percentage Distributions of GAPSFAS Population by Age

Age	1981-82	1982-83	1983-84
21	0.6%	0.6%	0.7%
21-25	42.2	39.8	39.3
26-30	39.3	40.9	40.8
31-35	11.8	12.3	12.5
35-over	6.0	6.4	6.7

Table 7. Housing Preferences of GAPSFAS Students

Student's Housing Preference	1983-84
On campus	20.9%
Off campus	66.1
Parents	4.1
Other	8.9

Table 8. GAPSFAS Students' Family Size Distributions

	Academic Year		
Student's Family Size	1981-82	1982-83	1983-84
One	77.5%	78.5%	79.1%
Two	14.3	13.1	12.9
Three	4.1	4.3	4.1
Four-more	4.2	4.1	3.9

Table 9. Median Accumulated Debt of GAPSFAS Students Entering Their Final Year of Study at Private Institutions

Degree Objective	Academic Year 1981-82 N	1981-82 Median	1982-83 N	1982-83 Median	1983-84 N	1983-84 Median
Master's	2,828	$4,974	2,905	$5,402	2,416	$6,400
Doctorate	748	5,460	859	7,117	823	7,975
MBA	1,575	6,512	2,098	6,975	1,958	7,951
Law	2,949	11,639	3,921	12,212	3,743	12,900
Med./Dent.	1,906	21,100	2,284	23,000	2,234	25,067

Table 10. Median Accumulated Debt of GAPSFAS Students Entering Their Final Year of Study at Public Institutions

Degree Objective	Academic Year 1981-82 N	1981-82 Median	1982-83 N	1982-83 Median	1983-84 N	1983-84 Median
Master's	381	$4,900	312	$4,900	245	$5,000
Doctorate	129	5,050	35*	6,300	33*	5,000
MBA	159	5,200	187	5,600	174	6,100
Law	977	9,910	1075	11,200	1155	11,900
Med./Dent.	784	17,900	920	19,700	954	21,000

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*Caution, number less than 150.

Table 11. Accumulated Debt of Doctoral Students Entering Their Final Year of Study at Private Graduate Schools

Academic Year	N	Selected Percentiles			
		90th	75th	Median	25th
1981-82	2,828	$12,773	$9,300	$5,460	$2,913
1982-83	2,905	15,750	11,531	7,117	4,069
1983-84	2,416	17,994	12,745	7,975	4,375

Table 12. Accumulated Debt of Doctoral Students Entering Their Final Year of Study at Public Graduate Schools

Academic Year	N	90th	75th	Median	25th
1981-82	129*	$12,445	$9,025	$5,050	$2,459
1982-83	35*	15,640	9,983	6,300	3,150
1983-84	33*	11,960	8,900	5,000	3,000

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*Caution, number less than 150.

Table 13. Accumulated Debt of MBA Students Entering Their Second Year of Study at Private Business Schools

Academic Year	N	Selected Percentiles			
		90th	75th	Median	25th
1981-82	1,575	$11,900	$9,500	$6,500	$5,000
1982-83	2,098	12,600	10,000	7,000	5,000
1983-84	1,958	14,700	11,300	8,000	5,000

Table 14. Accumulated Debt of MBA Students Entering Their Second Year of Study at Public Business Schools

Academic Year	N	Selected Percentiles			
		90th	75th	Median	25th
1981-82	159	$ 9980	$7,917	$5,200	$3,937
1982-83	187	10,480	7,481	5,600	4,275
1983-84	174	13,120	9,700	6,100	3,800

Table 15. Accumulated Debt of Law Students Entering Their Third Year of Study at Private Law Schools

Academic Year	N	Selected Percentiles			
		90th	75th	Median	25th
1981-82	2,949	$17,000	$15,000	$11,600	$ 9,500
1982-83	3,921	18,000	15,000	12,200	10,000
1983-84	3,743	19,500	16,000	12,900	10,000

Table 16. Accumulated Debt of Law Students Entering Their Third Year of Study at Public Law Schools

Academic Year	N	Selected Percentiles			
		90th	75th	Median	25th
1981-82	977	$15,000	$12,500	$ 9,900	$ 6,800
1982-83	1,075	17,300	14,000	10,200	9,700
1983-84	1,155	17,800	14,900	11,900	9,900

Table 17. Accumulated Debt of Medical Students Entering Their Fourth Year of Study at Private Medical Schools

Academic Year	N	Selected Percentiles			
		90th	75th	Median	25th
1981-82	1,906	$32,800	$26,000	$21,100	$16,000
1982-83	2,284	36,700	29,000	23,000	17,900
1983-84	2,234	40,200	32,000	25,000	19,000

Table 18. Accumulated Debt of Medical Students Entering Their Fourth Year of Study at Public Medical Schools

Academic Year	N	Selected Percentiles			
		90th	75th	Median	25th
1981-82	784	$27,900	$23,000	$17,900	$13,400
1982-83	920	30,400	24,800	19,700	14,900
1983-84	954	32,500	26,900	21,000	16,300

Table 19. Percent of Students in 1983-84 GAPSFAS Population with Various Types of Resources (N = 85,554)

Type of Resource	Student-Reported	GAPSFAS Norm
Annual Income	76.0%	76.2%
After-Tax Income	76.0	76.2
Summer Savings	43.6	93.5
Academic Year Income	36.5	37.5
Social Security Benefits	0.5	0.5
Veterans Benefits	1.1	1.1
Other Income	10.2	10.2
Net Worth	66.3	62.0
Contribution from Assets	57.0	62.0
Available Resources	80.0	98.7
Parents' Contribution	32.6	38.8
Family Contribution	87.3	98.5

Table 20. Median Resources of Students in the 1983-84 GAPSFAS Population (N = 85,554)

Type of Resource	Student-Reported	GAPSFAS Norm
Annual Income	$2,800	$2,900
After Tax Income	2,700	2,706
Summer Savings	917	967
Academic Year Income	3,339	4,200
Social Security Benefits	1,130	1,130
Veterans Benefits	3,040	3,040
Other Income	1,750	1,750
Net Worth	800	935
Contribution from Assets	980	420
Available Resources	2,900	2,000
Parents' Contribution	1,470	2,200
Family Contribution	3,700	3,690

Table 21. Parents' 1983 Income and Allowances (N = 85,554)

Income/ Allowances	Percent with	Median
Adjusted Gross Income	64.5	$31,400
U.S. Income Taxes	60.6	4,460
FICA Taxes	61.1	2,070
State & Other Taxes	66.7	2,710
Medical/Dental	24.0	611
Employment Allowance	41.9	2,630
Standard Maintenance Allowance	67.2	10,040
Total Allowances	67.2	21,160
Available Income	55.3	13,010

Table 22. Parental Assets: Percentage of Parents in the 1983-84 GAPSFAS Population and Median Amounts (N = 85,554)

Asset	Percent with	Median Amount
Bank Accounts	59.1%	$22,930
Home Equity	54.5	44,000
Investments	24.8	21,900
APA*	67.2	35,700
DNW**	42.2	38,900
Supplement	42.2	4,680
Contribution from Assets	41.2	990
Adjusted Available Income	56.2	16,370

*Asset protection allowance
**Discretionary net worth

Table 23. Median GAPSFAS Norm Total Family Contributions for Dependent and Independent Students

Academic Year	Dependent (N = 38,953)	Independent (N = 46,601)
1981-82	$3,510	$2,840
1982-83	3,920	3,370
1983-84	3,860	3,350